

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Patwin Elementary School
Address	2222 Shasta Dr. Davis, CA 95616
County-District-School (CDS) Code	57726786110894
Principal	Gay Bourguignon
District Name	Davis Joint Unified School District
SPSA Revision Date	January 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	June 20, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Patwin Elementary School's Vision: Patwin is committed to cultivating an environment where everyone learns and belongs.

Patwin Elementary School's Mission Statement: Patwin fosters a learning environment that respects diversity, engages students in challenging, creative and collaborative learning and prepares them to thrive in the 21st century.

School Profile

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site Council and ELAC, staff

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	%	%	1		
African American	4.2%	2.9%	4.40%	17	12	19
Asian	15.4%	14.8%	14.81%	62	62	64
Filipino	0.5%	1.2%	0.93%	2	5	4
Hispanic/Latino	19.8%	20.1%	18.52%	80	84	80
Pacific Islander	0.5%	0.7%	0.93%	2	3	4
White	54.5%	55.4%	54.63%	220	232	236
Multiple/No Response	0.3%	0.5%	0.46%	1	2	2
Total Enrollment				404	419	432

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	71	67	76
Grade 1	64	49	46
Grade 2	51	65	51
Grade3	45	64	66
Grade 4	63	51	74
Grade 5	59	61	59
Grade 6	51	62	60
Total Enrollment	404	419	432

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	92	90	91	22.8%	21.5%	21.1%
Fluent English Proficient (FEP)	33	30	27	8.2%	7.2%	6.3%
Reclassified Fluent English Proficient (RFEP)	6	8	11	6.1%	8.7%	12.2%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	61	70	41	58	64	41	58	64	80.4	95.1	91.4
Grade 4	63	51	76	57	46	72	57	46	72	90.5	90.2	94.7
Grade 5	59	59	55	51	50	50	50	50	50	86.4	84.7	90.9
Grade 6	54	63	58	48	58	54	48	58	54	88.9	92.1	93.1
All Grades	227	234	259	197	212	240	196	212	240	86.8	90.6	92.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2467.	2451.	2466.	49	31.03	42.19	17	32.76	31.25	24	20.69	14.06	10	15.52	12.50
Grade 4	2450.	2511.	2506.	19	39.13	43.06	33	30.43	26.39	16	19.57	13.89	32	10.87	16.67
Grade 5	2555.	2501.	2545.	40	22.00	50.00	36	32.00	18.00	14	22.00	18.00	10	24.00	14.00
Grade 6	2555.	2575.	2551.	29	34.48	29.63	35	32.76	33.33	17	25.86	18.52	19	6.90	18.52
All Grades	N/A	N/A	N/A	33	31.60	41.25	31	32.08	27.50	17	22.17	15.83	18	14.15	15.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	39	32.76	42.19	49	48.28	42.19	12	18.97	15.63
Grade 4	21	45.65	38.89	47	43.48	47.22	32	10.87	13.89
Grade 5	50	34.00	46.00	44	42.00	34.00	6	24.00	20.00
Grade 6	29	32.76	40.74	48	51.72	37.04	23	15.52	22.22
All Grades	34	35.85	41.67	47	46.70	40.83	19	17.45	17.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	37	31.03	32.81	56	46.55	53.13	7	22.41	14.06
Grade 4	19	23.91	36.62	46	67.39	47.89	35	8.70	15.49
Grade 5	36	20.00	50.00	48	48.00	40.00	16	32.00	10.00
Grade 6	33	36.21	33.33	42	51.72	44.44	25	12.07	22.22
All Grades	31	28.30	37.66	47	52.83	46.86	22	18.87	15.48

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	22.41	39.06	63	68.97	51.56	10	8.62	9.38
Grade 4	32	32.61	33.33	51	56.52	58.33	18	10.87	8.33
Grade 5	34	16.00	32.00	64	66.00	54.00	2	18.00	14.00
Grade 6	29	37.93	22.22	56	58.62	61.11	15	3.45	16.67
All Grades	31	27.36	32.08	58	62.74	56.25	11	9.91	11.67

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	45	29.31	45.31	50	58.62	42.19	5	12.07	12.50
Grade 4	16	45.65	31.94	53	47.83	55.56	32	6.52	12.50
Grade 5	44	32.00	42.00	52	44.00	46.00	4	24.00	12.00
Grade 6	38	48.28	38.89	56	43.10	48.15	6	8.62	12.96
All Grades	34	38.68	39.17	53	48.58	48.33	13	12.74	12.50

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	51	61	70	44	59	67	43	59	67	86.3	96.7	95.7
Grade 4	63	51	76	57	47	73	57	47	73	90.5	92.2	96.1
Grade 5	59	59	55	53	54	52	53	54	52	89.8	91.5	94.5
Grade 6	54	63	58	49	61	56	49	61	56	90.7	96.8	96.6
All Grades	227	234	259	203	221	248	202	221	248	89.4	94.4	95.8

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2460.	2459.	2459.	28	27.12	29.85	40	38.98	34.33	21	20.34	22.39	12	13.56	13.43
Grade 4	2460.	2510.	2505.	14	31.91	24.66	28	38.30	35.62	26	17.02	32.88	32	12.77	6.85
Grade 5	2552.	2508.	2535.	38	20.37	32.69	23	27.78	32.69	32	20.37	13.46	8	31.48	21.15
Grade 6	2581.	2593.	2561.	43	44.26	32.14	29	24.59	21.43	12	24.59	26.79	16	6.56	19.64
All Grades	N/A	N/A	N/A	30	31.22	29.44	29	32.13	31.45	23	20.81	24.60	17	15.84	14.52

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	51	44.07	49.25	33	35.59	29.85	16	20.34	20.90	
Grade 4	19	46.81	36.99	42	34.04	41.10	39	19.15	21.92	
Grade 5	40	24.07	42.31	45	37.04	28.85	15	38.89	28.85	
Grade 6	55	50.82	41.07	24	36.07	25.00	20	13.11	33.93	
All Grades	40	41.63	42.34	37	35.75	31.85	23	22.62	25.81	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	33.90	34.33	53	54.24	47.76	12	11.86	17.91
Grade 4	18	38.30	31.51	53	44.68	53.42	30	17.02	15.07
Grade 5	38	18.52	36.54	45	53.70	40.38	17	27.78	23.08
Grade 6	41	49.18	28.57	41	36.07	51.79	18	14.75	19.64
All Grades	32	35.29	32.66	48	47.06	48.79	20	17.65	18.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	44.07	40.30	56	44.07	43.28	9	11.86	16.42
Grade 4	16	36.17	38.36	47	48.94	46.58	37	14.89	15.07
Grade 5	40	25.93	34.62	51	40.74	48.08	9	33.33	17.31
Grade 6	41	37.70	39.29	41	50.82	32.14	18	11.48	28.57
All Grades	32	36.20	38.31	49	46.15	42.74	19	17.65	18.95

Conclusions based on this data:

- 1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1450.9	1456.8	1436.5	15
Grade 1	1488.8	1506.5	1470.8	13
Grade 2	1500.9	1499.6	1501.9	11
Grade 3	1521.2	1507.5	1534.4	14
Grade 4	*	*	*	*
Grade 5	*	*	*	*
Grade 6	*	*	*	*
All Grades				78

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*			13
Grade 2	*	*	*	*	*	*			11
Grade 3	*	*	*	*	*	*	*	*	14
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6			*	*	*	*			*
All Grades	30	38.46	27	34.62	16	20.51	*	*	78

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*			13
Grade 2	*	*	*	*					11
Grade 3	*	*	*	*	*	*	*	*	14
Grade 4	*	*	*	*					*
Grade 5			*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*			*
All Grades	35	44.87	29	37.18	*	*	*	*	78

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	*	*	11
Grade 3	*	*	*	*	*	*	*	*	14
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*	*	*
All Grades	25	32.05	24	30.77	20	25.64	*	*	78

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	11	73.33	*	*	*	*	15
Grade 1	11	84.62	*	*			13
Grade 2	*	*	*	*			11
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	50	64.10	22	28.21	*	*	78

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*			11
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*	*	*	*
Grade 6	*	*	*	*			*
All Grades	28	35.90	40	51.28	*	*	78

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	11
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*	*	*	*
All Grades	29	37.18	32	41.03	17	21.79	78

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	15
Grade 1	*	*	*	*	*	*	13
Grade 2	*	*	*	*	*	*	11
Grade 3	*	*	*	*	*	*	14
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
Grade 6	*	*	*	*			*
All Grades	27	34.62	46	58.97	*	*	78

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
432	23.1%	21.1%	0.2%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	91	21.1%
Foster Youth	1	0.2%
Homeless	1	0.2%
Socioeconomically Disadvantaged	100	23.1%
Students with Disabilities	64	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	4.4%
Asian	64	14.8%
Filipino	4	0.9%
Hispanic	80	18.5%
Two or More Races	23	5.3%
Pacific Islander	4	0.9%
White	236	54.6%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p>English Language Arts</p>  <p>Green</p>	<p>Chronic Absenteeism</p>  <p>Orange</p>	<p>Suspension Rate</p>  <p>Green</p>
<p>Mathematics</p>  <p>Green</p>		
<p>English Learner Progress</p>  <p>No Performance Color</p>		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 32.4 points above standard Increased 6.6 points 225 students	<p>English Learners</p>  Orange 19.7 points below standard Declined -11.9 points 42 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 24.8 points below standard Increased 9.1 points 61 students	<p>Students with Disabilities</p>  Yellow 45.7 points below standard Increased 9.3 points 45 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 2.6 points above standard 11 students	 No Performance Color 0 Students	 No Performance Color 40.9 points above standard Declined -7.2 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.1 points below standard Increased 15.7 points 50 students	 No Performance Color 76.1 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 46 points above standard Increased 5.4 points 123 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.9 points below standard Increased 4.9 points 20 students	25.7 points above standard Declined -23.1 points 22 students	43.9 points above standard Increased 11 points 174 students

Conclusions based on this data:

- 1.

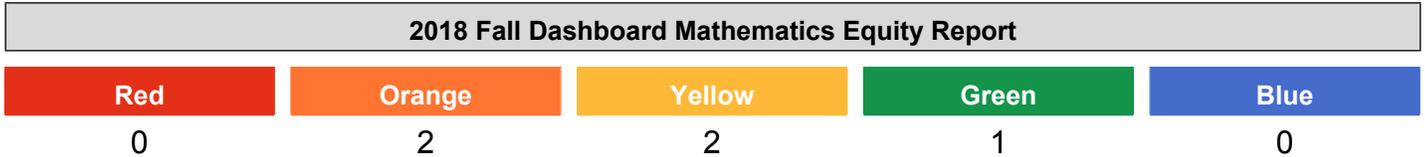
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>12.4 points above standard</p> <p>Declined -5.2 points</p> <p>225 students</p>	<p>English Learners</p>  <p>Yellow</p> <p>12.8 points below standard</p> <p>Declined -4.3 points</p> <p>43 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>40.5 points below standard</p> <p>Maintained -0.7 points</p> <p>62 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>51.7 points below standard</p> <p>Declined -4.3 points</p> <p>44 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10.6 points below standard 11 students	 No Performance Color 0 Students	 No Performance Color 30.2 points above standard Declined -19.4 points 23 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 34.2 points below standard Increased 3.9 points 50 students	 No Performance Color 44.3 points above standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 23.8 points above standard Declined -8.5 points 123 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.9 points below standard Increased 11.6 points 21 students	25.5 points above standard Declined -12.7 points 22 students	17.7 points above standard Declined -4.2 points 173 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
78	38.5%	34.6%	20.5%	6.4%

Conclusions based on this data:

1.

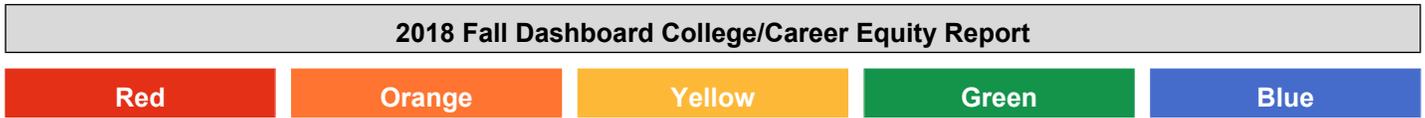
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

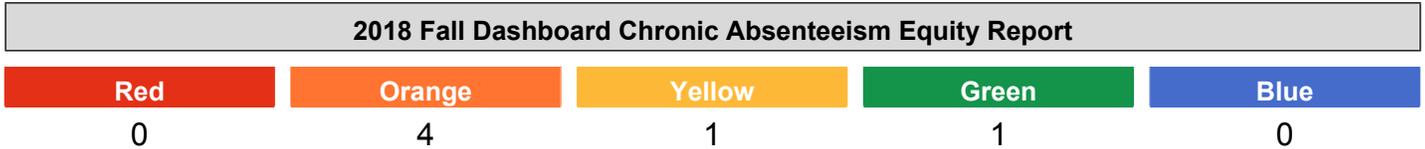
School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 6.4% chronically absent Increased 0.7% 454 students	<p>English Learners</p>  Orange 8.8% chronically absent Increased 7.8% 102 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Orange 12.6% chronically absent Increased 0.6% 111 students	<p>Students with Disabilities</p>  Yellow 11.1% chronically absent Declined 3% 81 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 10% chronically absent Increased 2.9% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Orange 9.2% chronically absent Increased 6.4% 76 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 13.6% chronically absent Increased 4.6% 81 students	 No Performance Color 3.7% chronically absent Declined 10.6% 27 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 3.3% chronically absent Declined 1.4% 242 students

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Graduation Rate

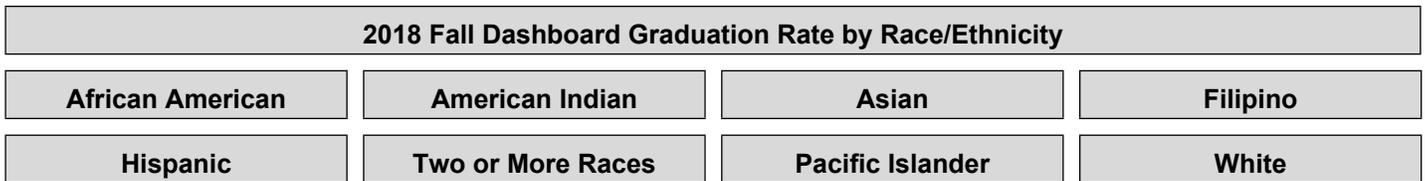
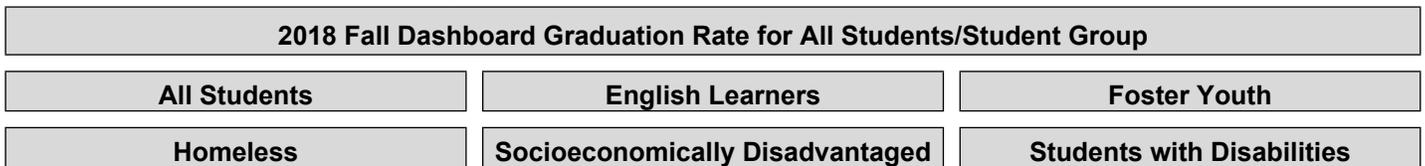
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

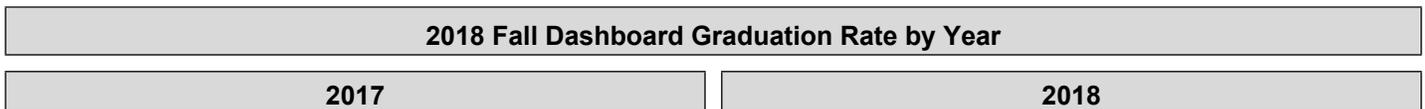
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

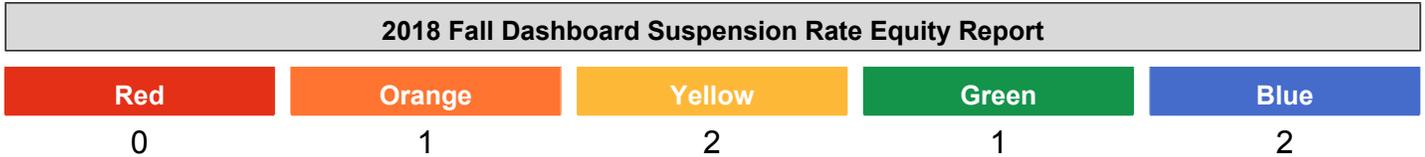
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Green 1.1% suspended at least once Declined -0.3% 458 students	<p>English Learners</p>  Yellow 1% suspended at least once Increased 1% 103 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 5 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1 students	<p>Socioeconomically Disadvantaged</p>  Green 0.9% suspended at least once Declined -1.6% 112 students	<p>Students with Disabilities</p>  Orange 3.7% suspended at least once Increased 0.9% 81 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0% suspended at least once Maintained 0% 20 students	 No Performance Color 0 Students	 Blue 0% suspended at least once Maintained 0% 77 students	 No Performance Color Less than 11 Students - Data 4 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Maintained 0% 83 students	 No Performance Color 0% suspended at least once Maintained 0% 27 students	 No Performance Color Less than 11 Students - Data 4 students	 Yellow 2.1% suspended at least once Maintained -0.1% 243 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.6% suspended at least once	1.3% suspended at least once	1.1% suspended at least once

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English-Language Arts

Goal Statement

In 2018-2019 there were 82 students (20%) receiving reading intervention in one or more of the 5 designated areas of reading:

- Phonemic Awareness
- Sight words
- Decoding
- Fluency
- Comprehension

During the 2019-20 academic year 80% of students who are receiving reading intervention will make growth in 2 out of the 5 designated areas.

LCAP Goal

Goals 1, 2, 3, and 4: Teachers will use previous learning from professional development to provide individualized, differentiated instruction based on student assessment. Instruction will be designed to help students achieve their academic goals. Technology will be provided to assist in meeting these goals.

Basis for this Goal

Informal and formal teacher assessments, district ELA assessments. The Spring 2019 California Dashboard reports for ELA CAASPP showed that in 2017-2018 All students scored in the GREEN category for ELA and increased by 6.6 points from the previous year. EL students scored in the RED category and declined -11.9% points from the previous year.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Academic Conferences will be held twice per year to discuss student progress and data and instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

All staff members

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	District Funded
Description	Staff Development / Release Time

Strategy/Activity 2

Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Principal, staff, paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	17,717
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Para-educator Salary (MH)
Amount	7119
Source	District Funded
Description	3rd Grade Paraeducator (.1 FTE per 3rd grade class) (LD and LH)
Amount	9325
Source	Title I Part A: Allocation
Description	Para-educator Salary (LD)
Amount	10,025
Source	Title I Part A: Allocation
Description	Para-educator Salary (LD)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Development

Goal Statement

For 2018-2019, English Language Learner's at Patwin will make progress towards English proficiency as measured by the ELPAC. ELPAC only measures three levels (emerging, expanding, bridging) Going forward, in 2018-19 on the ELPAC seventy-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.

LCAP Goal

Progress and proficiency of English Language Learners

Basis for this Goal

The Spring 2018 CAASP Scores showed that on the CAASP ELA overall English learners declined 11.9 points in ELA. Breaking down the sub groups:
Current EL students increased 4.9 points,
Reclassified English Learners declined -23.1 points.

ON the spring 2018 CAASP Mathematics overall English Learners declined -4.3 points. Breaking down the subgroups:
Current EL students increased 11.6 points,
Reclassified English Learners declined -12.7 points.

The current spring 2019 ELPAC testing is currently being completed and results will not be available until Fall 2019. At that time, we can evaluate growth from our EL students on the ELPAC. Research demonstrates that it takes 5-10 years for EL students to be academically proficient in the areas of reading and writing compared to English only peers.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC testing	ELPAC Results Spring 2018: Level 1 - 6.4%, Level 2 -20.5%, Level 3 34.6%, Level 4 38.5%	seventy-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.

Planned Strategies/Activities

Strategy/Activity 1

Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Patwin EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support in the new ELD Standards.

Students to be Served by this Strategy/Activity

All English Language learner students at Patwin

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Principal, EL Specialist and DJUSD EL Coordinator.

Proposed Expenditures for this Strategy/Activity

Amount	31,652
Source	District Funded
Description	EL Specialist, .5 FTE

Strategy/Activity 2

An English Learner Para-educator will assist in the planning and implementation of EL instruction. This will be done by pushing into classrooms, and pulling students out for small group instruction.

Students to be Served by this Strategy/Activity

All EL students at Patwin

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

.EL Specialist, EL para, staff.

Proposed Expenditures for this Strategy/Activity

Amount	30,160
Source	LCFF - Supplemental
Description	EL Paraeducator .75
Amount	2496
Source	LCFF - Base
Description	EL Paraeducator .75

Strategy/Activity 3

EL para will support EL students, act as a Liaison for EL parents, oversee the After School Homework tutors, translate for Spanish speaking parents at parent conferences, IEP meetings etc.

Students to be Served by this Strategy/Activity

EL students who are not meeting standards on report card or on 2019 CAASP testing

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Paraeducators (VSA's)

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Title I Part A: Allocation
Description	Paraeducators hired for after school HW club

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

21st Century Learning goal #3

Goal Statement

Implement technology rich classrooms that engage students in relevant and rigorous project and problem based learning using technology to enhance their experience.

LCAP Goal

21st Century Learning

Basis for this Goal

We currently have 230 Chromebooks available for student use. There are 426 students in grades TK-6 who will benefit from learning to use technology and having it available to enhance their learning

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
	3rd - 6th graders have access to Chromebooks	1st-6th graders will have access to Chromebooks

Planned Strategies/Activities

Strategy/Activity 1

An instructional technology specialist (ITS) will assist teachers by ensuring equipment is in good working order, providing professional development in technology, identifying appropriate programs and websites, and assisting students with the use of technology. The ITS will work with the teacher to facilitate student use of programs that support curriculum and supplemental programs.

Students to be Served by this Strategy/Activity

All Students 1st-6th grades

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Principal, IT Specialist

Proposed Expenditures for this Strategy/Activity

Amount	28,292
Source	District Funded
Description	Information Technology Specialist -.5 FTE

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Mathematics Goal #4

Goal Statement

Currently during the 2018-2019 22% of Patwin students are receiving intervention in math. During the 2018-2019 school year, 80% of students receiving math intervention services will experience growth in their identified area of need.

LCAP Goal

Goals 1, 2, 3, and 4: Teachers will use previous learning from professional development to provide individualized, differentiated instruction based on student assessment. Instruction will be designed to help students achieve their academic goals.

Basis for this Goal

Informal and formal teacher assessments and math assessments. The Fall 2018 California Dashboard Math CAASPP showed that in 2017-2018 all students scored in the GREEN category for MATH and declined -5.2 points from the previous year. In Math EL students scored in the YELLOW category and declined -4.3 points. (12.8 points below standard) Students with Disabilities scored in the ORANGE category and declined -4.3 points (51.7 points below standard) Socioeconomically Disadvantaged students scored in the ORANGE area and maintained -.7 points (40.5 points below standard)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASP Scores	All students scored in the GREEN category for MATH and declined -5.2 points from the previous year.	Increase of 15 points from 2018 scores and maintain in the Green Category

Planned Strategies/Activities

Strategy/Activity 1

Patwin staff will continue to participate in Academic Conferences three times a year (one per trimester) to discuss data and instruction to ensure that all students are receiving the instruction they need to be successful and reach grade level standards

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Patwin staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	District Funded
Description	Academic Conferencing release time

Strategy/Activity 2

A Math Paraeducator will provide intervention for struggling math students during the day (.6 FTE) 194 days

Students to be Served by this Strategy/Activity

All students who are below standards based on CAASP 2019 Test results and not meeting standards on report cards

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Patwin Staff

Proposed Expenditures for this Strategy/Activity

Amount	9448
Source	Title I Part A: Allocation
Description	Math Paraeducator (TBD)

Amount	7581
Source	LCFF - Base
Description	Math Paraeducator (TBD)

Amount	8420
Source	Local Categorical

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

School Climate Goal #5

Goal Statement

During 2019-20 a school wide positive behavior system will be put in place through counselor-facilitated lessons in every classroom regarding Kelso's Choices (TK-3rd Grade) and/or Anti-bullying curriculum (4-6th grades). A peer mediation program will also be put in place focusing on 4th - 6th graders. They will be trained to do resolve conflicts through active listening and problem solving techniques.

LCAP Goal

School Climate

Basis for this Goal

Youth Truth Survey, PTA Parent Survey, Healthy Kids survey (5th grade only)

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

School Counselor will meet with students to provide support that enhances emotional, social and academic health. She will assist with outreach to parents of Title 1 students. Additionally, whole class lessons designed to improve climate, build a sense of community and promote self-esteem and perseverance will be implemented.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date: 8/28/2019 Completion Date: 6/11/2020

Person(s) Responsible

Counselor and administrator, all staff

Proposed Expenditures for this Strategy/Activity

Amount

72,810

Source	District Funded
Description	School Counselor, .1.0 FTE

Strategy/Activity 2

Lunchtime/Recess Supervision

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : 8/28/2019 Completion Date : 6/11/2020

Person(s) Responsible

Lunchtime supervisor

Proposed Expenditures for this Strategy/Activity

Amount	5,500
Source	LCFF - Base
Description	Working with students to increase safety during lunch recess and a positive school climate

Strategy/Activity 3

Playground Aide - sets up games during lunch recess

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : 8/28/2019 Completion Date : 6/11/2020

Person(s) Responsible

Playground Aide (VSA)

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Parent-Teacher Association (PTA/O)
Description	Creates fun and engaging lunch time activities

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

In 2017-2018 there were 78 students (18%) receiving reading intervention in one or more of the 5 designated areas of reading:

- Phonemic Awareness
- Sight words
- Decoding
- Fluency
- Comprehension

During the 2018-2019 academic year 80% of students who are receiving reading intervention will make growth in 2 out of the 5 designated areas.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Academic Conferences will be held twice per year to discuss student progress and data and instruction.		Staff Development / Release Time District Funded 3,000	
Para-educators will work with classroom teachers and the reading specialist to provide targeted instruction in reading.		Para-educator Salary (MH) Title I Part A: Allocation 25,450	
		3rd Grade Paraeducator (.1 FTE per 3rd grade class) (LD and LH) District Funded 6,000	
		Para-educator Salary (LD) LCFF - Base 9325	
Professional Development opportunities/collaboration for staff		Para-educator Salary (LD) Title I Part A: Allocation 10,025	
		Staff Development Title I Part A: Allocation 1850	
		LCFF - Base 1159	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

For 2018-2019, English Language Learner's at Patwin will make progress towards English proficiency as measured by the ELPAC. ELPAC only measures three levels (emerging, expanding, bridging)
 Going forward, in 2018-19 on the ELPAC seventy-five percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Provide EL professional development for the purpose of effectively increasing EL students' English language acquisition and developing proficiency in the core academic content areas. The Patwin EL Specialist will provide staff development, coaching, curriculum development, and direct instructional support in the new ELD Standards.		EL Specialist, .4 FTE District Funded 30,000	
		EL Specialist, .1 FTE Title III 7,500	
An English Learner Paraeducator will assist in the planning and implementation of EL instruction. This will be done by pushing into classrooms, and pulling students out for small group instruction.		EL Paraeducator .50 LCFF - Supplemental 18,860	
After school Homework tutors		EL Paraeducator .25 Local Categorical 8640	
		Title I Part A: Allocation 560	
		Paraeducators hired for after school HW club LCFF - Supplemental 1,500	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Patwin will maintain the increase in Parent participation in school related activities for 2018-2019 through reaching out at the beginning of the year through a "Sign Up Genius" portal to encourage parents to get involved. Parents are also connected through classroom newsletters, the Patwin Press, Community Cart Events, Fall Festival, Walkathon, Math Nights and Patwin Auction.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>ELL Parents will be encouraged to participate in the school community. They will be invited to regular ELAC meetings, Math Nights, Fall Festival, Walkathon and other school wide and classroom events. The school newsletter and other parent communication will be translated into Spanish, Chinese, and Korean. Translators will be available at ELAC, Title 1 meetings, SST, IEP and parent conferences.</p>		<p>Translation of school-to-home communication LCFF - Supplemental 1310</p> <p>Title I Part A: Allocation 2292</p>	
<p>maintain parent participation and involvement in school events, information nights, parent workshops/education, and meetings and parent leadership groups. Provide translation, child care, and food and other incentives when needed to facilitate participation.</p>		<p>Parent engagement activities Title I Part A: Allocation 250</p>	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Currently during the 2017-2018 22% of Patwin students are receiving intervention in math. During the 2018-2019 school year, 80% of students receiving math intervention services will experience growth in their identified area of need.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Patwin staff will continue to participate in Academic Conferences three times a year (one per trimester) to discuss data and instruction to ensure that all students are receiving the instruction they need to be successful and reach grade level standards		Academic Conferencing release time District Funded 3,000	
A Math Paraeducator will provide intervention for struggling math students during the day and 2 days after school.		Math Paraeducator (DM) Title I Part A: Allocation 11,190	
		Math Paraeducator (DM) LCFF - Supplemental 8,614	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

During 2018-19 a school wide positive behavior system will be put in place through counselor-facilitated lessons in every classroom regarding Kelso's Choices (TK-3rd Grade) and/or Anti-bullying curriculum (4-6th grades). A peer mediation program will also be put in place focusing on 4th - 6th graders. They will be trained to do resolve conflicts through active listening and problem solving techniques.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
School Counselor will meet with students to provide support that enhances emotional, social and academic health. She will assist with outreach to parents of Title 1 students. Additionally, whole class lessons designed to improve climate, build a sense of community and promote self-esteem and perseverance will be implemented.		School Counselor, .5 FTE District Funded 37,500	
Lunchtime/Recess Supervision		Working with students to increase safety during lunch recess and a positive school climate LCFF - Base 5,500	
Playground Aide - sets up games during lunch recess		Creates fun and engaging lunch time activities Parent-Teacher Association (PTA/O) 3,000	
Counseling Supplies		Counselor will work with classes, small groups to increase social skills and positive school climate.	

**Planned
Strategy/Activity**

**Actual
Strategy/Activity**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

LCFF - Supplemental
500

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 6

Staff and Students will have access to Chromebooks, the computer lab and other technology that supports teaching and learning.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
An instructional technology specialist (ITS) will assist teachers by ensuring equipment is in good working order, providing professional development in technology, identifying appropriate programs and websites, and assisting students with the use of technology. The ITS will work with the teacher to facilitate student use of programs that support curriculum and supplemental programs.		Information Technology Specialist - .5 FTE District Funded 25,500	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	251,045.00

Allocations by Funding Source

Funding Source	Amount	Balance
District Funded		
LCFF - Base	15,577	0.00
LCFF - Supplemental	30,160	0.00
Title I Part A: Allocation	51,579	3,564.00
Local Categorical	8420	0.00
Parent-Teacher Association (PTA/O)	3000	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	145,873.00
LCFF - Base	15,577.00
LCFF - Supplemental	30,160.00
Local Categorical	8,420.00
Parent-Teacher Association (PTA/O)	3,000.00
Title I Part A: Allocation	48,015.00

Expenditures by Budget Reference

Budget Reference	Amount
	124,248.00
2000-2999: Classified Personnel Salaries	17,717.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	72,810.00
	District Funded	73,063.00
	LCFF - Base	5,500.00
	LCFF - Base	10,077.00
	LCFF - Supplemental	30,160.00
	Local Categorical	8,420.00
	Parent-Teacher Association (PTA/O)	3,000.00
	Title I Part A: Allocation	19,350.00
	Title I Part A: Allocation	10,948.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	17,717.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Gay Bourguignon	Principal
Leslie Zais <i>Leslie Zais</i>	Classroom Teacher
Linda Davis <i>Linda Davis</i>	Classroom Teacher
Christopher Learned <i>[Signature]</i>	Classroom Teacher
Laura Anderson <i>Laura S. Anderson</i>	Classroom Teacher
Jennifer Jones <i>[Signature]</i>	Parent or Community Member
Erin Arnold <i>[Signature]</i>	Parent or Community Member
Ryan Davis <i>[Signature]</i>	Parent or Community Member
Leslie Blevins <i>[Signature]</i>	Parent or Community Member
Theresa Pistochni <i>Theresa Pistochni</i>	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: School Climate Committee

Ronke Hollan
ELAC

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

G. Bourguignon
C

Principal, Gay Bourguignon on

SSC Chairperson, Christopher Learned on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program